



MVS Numeracy Policy

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Introduction

This policy sets out ways in which all members of staff can raise the standards of numeracy of all students, ensuring that a consistent approach is adopted including methods, vocabulary and notation across subjects, where appropriate. Students should develop confidence and competence in numeracy so that they are prepared to apply their numerical skills in Higher education, employment and everyday life. All teachers are teachers of numeracy and are expected to demonstrate the following skills: basic arithmetic, measures and times, problem solving, data collection, interpretation and presentation.

Maths setting

The Maths department uses student's MIDYIS data, and data from a baseline test taken at the start of the academic year, to set students in Year 7. Sets aim to support confidence building as well as stretch and challenge. Setting in Maths continues in all Year Groups and set changes occur after termly tests, if moving is in the best interest of the student's emotional wellbeing as well as academic success. Parents are involved in such moves.

Maths enrichment clubs

In order to promote engagement in Maths, there are many Maths clubs on offer: KS3 UKMT Enrichment, KS4 Maths Challenge, Year 11 Intervention (Foundation & Higher) and Maths Prep Club.

Consistency across the school:

- All staff should maximise opportunities in their lessons to allow students to apply their numeracy skills.
- Calculator use should be limited in Years 7 and 8 to strengthen numeracy skills, encouraging mastery of both mental and written arithmetic for greater mathematical fluency.
- Evidence of numeracy application should be built into schemes of work, in such a way that a positive attitude to maths and problem solving can be harnessed.
- Ensure students understand the transference of skills across subjects and contexts
- All students should be given the opportunity to explain key numerical terms
- Teachers should highlight any differences in key terms/application in their subject e.g. speed and velocity (Science)
- Teachers should liaise with the Maths department when planning linked topics, to ensure consistency in teaching methods where possible
- Teachers should make clear the difference between some key terms in Maths and other subjects e.g. 'power', 'mean' and 'volume'.
- Students should be able to recall and explain key words and their methods of working, developing their oracy skills
- Ensuring there is a focus on problem solving, teachers should promote an active approach to solving problems
- Students should be encouraged to 'sense check' their answers and proof-read their working

Setting up students for success:

Departments should:

- Display technical words and terms in classrooms and refer to them during lessons.
- Carry out basic arithmetic tasks where appropriate.
- Use resources (online / colleagues / other students) when unsure about numeracy; this will demonstrate to students that learning takes place continuously.
- Use mathematical Do Now activities and Consolidation activities.
- Provide key terms ahead of the learning so that students practise their study skills and independent learning.
- Share good ideas and resources with others. If there are numerical strengths in one, others should benefit from this.